

Second Grade Writing Public Overview 2025 - 2026

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content

To advance to particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

At Home Connections:

- Encourage children to write daily about topics of their choice.
- Encourage your child to tell stories to help them organize ideas and sequence events. Tell your child stories so he or she has a model of a proficient storyteller.
- Have children keep a daily log of the learning activities they are doing each day, perhaps rating themselves or reflecting on how well they did and setting goals for the next day.
- Have children write book recommendations and share with others.

Grading Period 1

Unit 1: Getting Started in Writing

Estimated Date Range: 8/12/25-8/29/25 (14 total school days)

Instructional & Re-engagement Days in Unit: 14 days

Assessments

STATE/NATIONAL ASSESSMENT(S)

N/A

DISTRICT ASSESSMENT(S)

NWEA MAP Reading Fluency (8/27-8/29)

COMMON FORMATIVE ASSESSMENTS

(CFAs)

(administered within designated concept)

N/A

Unit Overview:

Writers will learn the expectations, procedures, and routines for writing. The focus in the concept is independent writing, where students will spend time learning the routines and expectations for setting up independent writing.

Writers learn how to use the writing process: prewriting, drafting, revising, editing, and publishing.

Writers will also learn the procedures for conferring and working in a small group with the teacher.

At home Connections:

- Tell stories about what happened in your day and ask your student questions about what happened in their day.
- Create a journal for the household. Family members can take turns writing about their day in the journal and sharing it with each other.

Concepts within Unit #1

[Link to TEKS](#)

Success Criteria for this unit

Concept #1: Building a Strong Writing Community	<ul style="list-style-type: none"> Gather ideas by drawing and/or writing Participate in conversations about writing Participate in a writing conference Demonstrates an awareness that he/she is a writer Practices correct letter formation Practices capitalization, punctuation, and grammar
2.1A, 2.1B, 2.1C, 2.1D, 2.1E, 2.11A	
Concept #2: Building Strong Writing Habits	
2.11A, 2.11B, 2.11C, 2.11D, 2.11E	

Unit 2: Understanding and Composing Literary Texts

Estimated Date Range: 9/2/25-11/7/25 (42 total school days)

Instructional & Re-engagement Days in Unit: 39 days (25 days in GP1 and 14 days in GP2)

Assessments		
STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)
N/A	NWEA MAP Growth Reading (9/3) NWEA MAP Growth Math (9/9)	(administered within designated concept) N/A

Unit Overview:

In this unit, students will be writing personal narratives. Personal narrative is typically the easiest, most natural form of writing for children because they already own these stories, enabling their words to flow more easily onto the paper.

Writers will be immersed into the personal narrative genre and are given time to gather ideas about events in their lives can write about. Students will be able to jot and sketch their ideas before choosing one to take through the writing process.

Writers will focus on revising their draft to add details and elaborate on a small moment. Students will continue to learn grammar concepts and try them out in their own writing.

At home Connections:

- Look through pictures and then tell your student what was going on in the picture.
- Allow your student to look through pictures and recall memories.
- Choose a picture. You and your child can work together to write the story of what happened. Add where you were, who was there, what people said and how you were feeling.

Concepts within Unit # 2 Link to TEKS	Success Criteria for this unit
Concept #1: Composing Personal Narratives 2.11A, 2.11B, 2.11C, 2.11D(iii), 2.11D(i), 2.11E, 2.12A	<ul style="list-style-type: none"> Generates ideas for personal narratives Stories include a beginning, middle, and end Writes to communicate meaning to a reader Adds details to their writing (such as action, dialogue, and feelings) Discusses their writing and decisions made as a writer Shares writing with others Practices capitalization, punctuation, and grammar

Grading Period 1 Conventions

Grading Period 1 Conventions TEKS	Success Criteria for this concept
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Link to TEKS		
2.11Diii, 2.11Di	Edit drafts using standard English conventions, including: <ul style="list-style-type: none">Singular, plural, common, and proper nounsComplete sentences with subject-verb agreement	
Grading Period 2		
Unit 2: Understanding and Analyzing Literary Texts		
Estimated Date Range: 9/2/25-11/7/25 (42 total school days)		
Instructional & Re-engagement Days in Unit: 39 days (25 days in GP1 and 14 days in GP2)		
Assessments		
STATE/NATIONAL ASSESSMENT(S) N/A	DISTRICT ASSESSMENT(S) NWEA MAP Growth Reading (9/3) NWEA MAP Growth Math (9/9)	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A
Unit Overview:		
In this unit, students will be writing personal narratives. Personal narrative is typically the easiest, most natural form of writing for children because they already own these stories, enabling their words to flow more easily onto the paper.		
Writers will be immersed into the personal narrative genre and are given time to gather ideas about events in their lives can write about. Students will be able to jot and sketch their ideas before choosing one to take through the writing process.		
Writers will focus on revising their draft to add details and elaborate on a small moment. Students will continue to learn grammar concepts and try them out in their own writing.		
At home Connections:		
<ul style="list-style-type: none">Look through pictures and then tell your student what was going on in the picture.Allow your student to look through pictures and recall memories.Choose a picture. You and your child can work together to write the story of what happened. Add where you were, who was there, what people said and how you were feeling.		
Concepts within Unit # 2		Success Criteria for this unit
Link to TEKS		
Concept #1: Composing Personal Narratives		
2.11A, 2.11B, 2.11C, 2.11D(iii), 2.11D(i), 2.11E, 2.12A		<ul style="list-style-type: none">Generates ideas for personal narrativesStories include a beginning, middle, and endWrites to communicate meaning to a readerAdds details to their writing (such as action, dialogue, and feelings)Discusses their writing and decisions made as a writerShares writing with othersPractices capitalization, punctuation, and grammar
Unit 3: Understanding and Composing Poetry		
Estimated Date Range: 11/10/25-12/5/25 (15 total school days)		
Instructional & Re-engagement Days in Unit: 15 days		

Assessments		
STATE/NATIONAL ASSESSMENT(S) N/A	DISTRICT ASSESSMENT(S) N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A

Unit Overview:

In this unit, students will find significance in the ordinary details of their lives, writing with detail, making reading-writing connections, and utilizing a variety of revision strategies to write poetry.

Students learn to look at everyday objects through the lens of a poet.

Students will focus on choosing precise and poetic language for their poems. Students will also practice with line breaks and lengths of lines in order to get the structure that best fits their poem.

At home Connections:

- Read poems with your students and talk about the words the poet uses.
- Write a poem together about everyday objects.
- Take turns choosing words to describe everyday objects.

Concepts within Unit # 3 Link to TEKS	Success Criteria for this unit
<p><i>Concept #1: Composing Poetry</i></p> <p>2.11A, 2.11B, 2.11B(i), 2.11B(ii), 2.11C, 2.11D(iv), 2.11D(vii), 2.11E, 2.12A</p>	<ul style="list-style-type: none"> • Generates ideas for poems • Writes to communicate meaning to a reader • Adds details to their writing (such as descriptive and emotional language) • Discusses their writing and decisions made as a writer • Shares writing with others • Practices capitalization, punctuation, and grammar

Unit 4: Understanding and Composing Informational Texts

Estimated Date Range: 12/8/25-2/20/26 (39 total school days)

Instructional & Re-engagement Days in Unit: 37 days (10 days in GP2 and 27 days in GP3)

Assessments		
STATE/NATIONAL ASSESSMENT(S) TELPAS Window (2/16-3/27)	DISTRICT ASSESSMENT(S) NWEA MAP Reading Fluency (1/14-1/16) NWEA MAP Growth Reading (1/21) NWEA MAP Growth Math (1/27)	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A

Unit Overview:

In this unit, students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge.

Students will choose a topic they know a lot about and write about it. Their writing requires them to think deeply about something they have a lot to say about and share their knowledge with others.

At home Connections:

- Help your student write about their favorite hobby (i.e. how to play tennis) and then send it to a friend.
- Choose a topic and create an all about book. On each page, write facts about the topic.
 - For example, an all about our neighborhood book or all about cats book.

Concepts within Unit # 5 Link to TEKS	Success Criteria for this unit
<p><i>Concept #1: Composing Informational Text</i></p> <p>2.11A, 2.11B, 2.11B(i), 2.11B(ii), 2.11C, 2.11D(vii), 2.11D(ix), 2.11D(ii), 2.11D(v), 2.11E, 2.12B</p>	<ul style="list-style-type: none"> • Generates ideas for informational texts • Writing includes central idea and supporting details • Procedural text includes steps in a sequence • Writes to communicate meaning to a reader • Adds details to their writing (such as text features, description words) • Discusses their writing and decisions made as a writer • Shares writing with others • Practices capitalization, punctuation, and grammar

Grading Period 2 Conventions

Grading Period 2 Conventions TEKS Link to TEKS	Success Criteria for this concept
2.11Di, 2.11Dx, 2.11Div, 2.11Dvii	<p>Edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> • Complete sentences with subject-verb agreement • End punctuation, apostrophes in contractions, and commas with items in a series and in dates • Adjectives including articles • Pronouns, including subjective, objective and possessive cases

Grading Period 3

Unit 4: Understanding and Analyzing Informational Texts

Estimated Date Range: 12/8/25-2/20/26 (39 total school days)

Instructional & Re-engagement Days in Unit: 37 days (10 days in GP2 and 27 days in GP3)

Assessments		
STATE/NATIONAL ASSESSMENT(S) TELPAS Window (2/16-3/27)	DISTRICT ASSESSMENT(S) NWEA MAP Reading Fluency (1/14-1/16) NWEA MAP Growth Reading (1/21) NWEA MAP Growth Math (1/27)	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A

Unit Overview:

In this unit, students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge.

Students will choose a topic they know a lot about and write about it. Their writing requires them to think deeply about something they have a lot to say about and share their knowledge with others.

At home Connections:

- Help your student write about their favorite hobby (i.e. how to play tennis) and then send it to a friend.

- Choose a topic and create an all about book. On each page, write facts about the topic.
 - For example, an all about our neighborhood book or all about cats book.

Concepts within Unit # 4 Link to TEKS	Success Criteria for this unit
Concept #1: Composing Informational Texts 2.11A, 2.11B, 2.11B(i), 2.11B(ii), 2.11C, 2.11D(vii), 2.11D(ix), 2.11D(ii), 2.11D(v), 2.11E, 2.12B	<ul style="list-style-type: none"> Generates ideas for informational texts Writing includes central idea and supporting details Procedural text includes steps in a sequence Writes to communicate meaning to a reader Adds details to their writing (such as text features, description words) Discusses their writing and decisions made as a writer Shares writing with others Practices capitalization, punctuation, and grammar
Concept #2: Composing Procedural Texts 2.11A, 2.11B, 2.11B(i), 2.11B(ii), 2.11C, 2.11D(vii), 2.11D(ix), 2.11D(ii), 2.11D(v), 2.11E, 2.12B	

Unit 5: Composing Informational Texts and Correspondences

Estimated Date Range: 2/23/26-3/13/26 (14 total school days)

Instructional & Re-engagement Days in Unit: 14 days

Assessments		
STATE/NATIONAL ASSESSMENT(S) TELPAS Window (2/16-3/27)	DISTRICT ASSESSMENT(S) N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A

Unit Overview:

In this unit, students will explore the purpose, structure, and elements of written correspondences such as thank-you notes, invitations, and friendly letters. They will learn how correspondence is used to share thoughts, express gratitude, and build relationships. Through modeling, shared writing, and independent practice, students will compose meaningful messages that are appropriate for the intended audience and purpose.

Concepts within Unit # 6 Link to TEKS	Success criteria for this unit
Concept #1: Composing Correspondences 2.11A, 2.11B, 2.11B(i), 2.11B(ii), 2.11C, 2.11D(ix), 2.11D(x), 2.11E, 2.12C	<ul style="list-style-type: none"> Identify why and who will read the message Use correct structures for a letter Revise and edit as needed

Grading Period 3 Conventions

Grading Period 3 Conventions TEKS Link to TEKS	Success Criteria for this concept
2.11Dix, 2.11Dii, 2.11Dv, 2.11Dx	Edit drafts using standard English conventions, including: <ul style="list-style-type: none"> Capitalization of months, days of the week, and the salutation and conclusion of a letter Past, present, and future verb tense Adverbs that convey time and adverbs that convey place

		<ul style="list-style-type: none"> End punctuation, apostrophes in contractions, and commas with items in a series and in dates
Grading Period 4		
Unit 6: Reading and Writing Across Genres Estimated Date Range: 3/23/26-4/24/26 (24 total school days) Instructional & Re-engagement Days in Unit: 24 days		
STATE/NATIONAL ASSESSMENT(S) TELPAS Window (2/16-3/27)	Assessments DISTRICT ASSESSMENT(S) N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) <i>(administered within designated concept)</i> N/A
Unit Overview: In this unit, students will understand that everything in a text is chosen with purpose and intent for the reader to comprehend and enjoy. In this unit, our focus is on author's craft. While this can be included in all stages of the writing process, but will be emphasized during revision. Students will study mentor texts and notice what makes the text exceptional and give the craft technique a name. Students will use what they've learned about craft and go back into past writing and add the craft they have learned about. Students will use what they've learned about craft and go back into past writing and add the craft they have learned about.		
At home Connections: <ul style="list-style-type: none"> As you are reading to your student, discuss words the author uses to describe things. Talk about your favorite author and share why you love that author's writing. As you write with your student, try to add descriptive words. 		
Concepts within Unit # 6 Link to TEKS		Success criteria for this unit
Concept #1: Writers Learn from Mentor Texts 2.11A, 2.11B, 2.11B(i), 2.11B(ii), 2.11C, 2.11D, 2.11E		<ul style="list-style-type: none"> Recognizes craft specific to an author Revises work by adding craft used by an author studied Writes to communicate meaning to a reader Adds descriptive words Writes using labels, phrases, and sentences Experiments with punctuation as craft Discusses their writing and decisions made as a writer Shares writing with others Uses correct grammar, punctuation, and capitalization
Unit 7: Inquiry Clubs Estimated Date Range: 4/27/26-5/28/26 (23 total school days) Instructional & Re-engagement Days in Unit: 21 days		
Assessments		

STATE/NATIONAL ASSESSMENT(S) N/A	DISTRICT ASSESSMENT(S) NWEA MAP Reading Fluency (4/29-5/1) NWEA MAP Growth Reading (5/5) NWEA MAP Growth Math (5/12)	COMMON FORMATIVE ASSESSMENTS (CFAs) (administered within designated concept) N/A
Unit Overview: In this unit, students will work deeply in informational text and make decisions regarding how to use it for research purposes. Students will be introduced to features of research and ways authors gather information and ideas. This unit of reading is closely linked to research in writing. Students will be introduced to the genre of research. Students brainstorm topics they are interested in and read about them. Students will work on organizing their information. Once it is organized, students will present their research in various ways.		
At home Connections: <ul style="list-style-type: none">Research a topic that your child is interested in together. For example, if your child asks a question about the moon you can research by using the internet or finding books to learn more about the moon together. Then create a book of facts about the topic you are researching.		
Concepts within Unit # 7 Link to TEKS		Success criteria for this unit
Concept #1: Researchers Select and Narrow a Research Topic 2.11A, 2.11B, 2.11C, 2.11D, 2.11E, 2.13A		<ul style="list-style-type: none">Gathers and organizes information read about a chosen topicOrganizes writing about a topicWrites to communicate meaning to a readerUses author’s craft appropriate to the genre and purposeAdds text featuresDiscusses their writing and decisions made as a writerShares writing with othersUses correct letter formationUses correct grammar, punctuation, and capitalization
Concept 2: Researchers Take Notes as They Read 2.11A, 2.11B, 2.11C, 2.11D, 2.11E, 2.13A, 2.13C, 2.13D,		
Concept 3: Researchers Plan Their Research Projects 2.11A, 2.11B, 2.11C, 2.11D, 2.11E, 2.13A, 2.13B, 2.13C, 2.13D, 2.13E		
Concept 4: Researchers Prepare Their Research Projects 2.11A, 2.11B, 2.11C, 2.11D, 2.11E, 2.13A, 2.13B, 2.13C, 2.13D, 2.13E, 2.13F, 2.13G,		
Concept 5: Researchers Present Their Research Projects 2.11A, 2.11B, 2.11C, 2.11D, 2.11E, 2.13A, 2.13B, 2.13C, 2.13D, 2.13E, 2.13F, 2.13G		
Grading Period 4 Conventions		
Grading Period 4 Conventions TEKS Link to TEKS	Success Criteria for this concept	
2.11Dvi, 2.11Dviii, 2.11Dx	Edit drafts using standard English conventions, including: <ul style="list-style-type: none">Prepositions and prepositional phrasesCoordinating conjunctions to form compound subjects and predicatesEnd punctuation, apostrophes in contractions, and commas with items in a series and in dates	
Glossary		

Overview— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Competency—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

Learning Progression—A learning progression is comprised of three proficiency levels (developing, progressing, proficient). Each proficiency level in the progression defines the knowledge and skills that students will master on their pathway to proficiency. Teachers will report student’s current level of understanding of the competencies using the Learning Progressions.

Proficient—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.

Parent Resources

The following resources provide parents with ideas to support students’ understanding

- [How to Help Children Edit and Revise](#)
- [How to Help Children Write a Story](#)
- [How to Encourage Higher Order Thinking](#)

Instructional Model

In Fort Bend ISD, we believe every child deserves strong, consistent, and engaging literacy instruction that helps them grow as readers, writers, and thinkers. To support this goal, we’ve developed a comprehensive literacy framework that guides how reading and writing are taught across all elementary classrooms. Grounded in research, the Science of Reading, and aligned with state standards, this framework ensures every student has access to high-quality instruction designed to build foundational skills and support deeper learning.

Central to our literacy model is the Gradual Release of Responsibility approach, which moves instruction through three phases: “I Do,” where the teacher models the learning; “We Do,” where the teacher and students practice together; and “You Do,” where students apply the skill independently. This structure supports student confidence, independence, and mastery over time. During reading and writing, students engage in a focused lesson with one clear learning goal and spend time reading and writing independently. Teachers also provide personalized support through small group instruction or individual conferences, helping each child receive the instruction they need based on their current progress.

Throughout the day, teachers use consistent instructional routines—such as Shared Reading or Shared Writing—that help students know what to expect and how to engage. These routines build strong habits and create an environment where every student can focus, participate, and grow.

Our framework is designed not only to teach students how to read and write, but to help them make meaning from text, think critically, and communicate effectively. By providing a clear structure and meaningful opportunities for learning, we ensure that every child has the tools they need to become successful, lifelong learners.